STUDENTS’ OPINIONS ON THE TEACHERS’ USE OF FIRST LANGUAGE (L1) IN THE CLASSROOM

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Gracesia Anis Indaryani
112011110

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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STUDENTS’ OPINIONS ON THE TEACHERS’ USE OF FIRST LANGUAGE IN THE CLASSROOM

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ABSTRACT

Teachers’ uses of first language in the classroom are still debatable issues in educational field (SPAHIU, 2013). The debate over whether or not the teachers should use L1 also divides the students’ point of view. This study aims at finding out the purpose of teachers’ L1 use and the opinions of the seventh grader students in SMP Kristen 1 Magelang toward the teachers’ use of L1 in the classroom. Fifty-four students were chosen to participate in this study. The data of this study was collected by using questionnaire and interview. This study also used preliminary research in the form of classroom observation to make sure that the teachers use L1. The finding of this study reveals that the teacher commonly uses L1 for giving instruction, explaining grammar, checking comprehension, giving feedback, giving motivation, explaining new words, discussing assignment, tests, and quizzes, explaining differences between L1 and L2, and explaining instruction-related information. Regarding the students’ opinions, they prefer their teacher to use L1 for aforementioned purposes. The reasons that underlie their opinions are L1 could create less-anxiety classroom, be a helpful and facilitating tools and an effective means in the learning process.

Keywords: First language (L1), Target language/ Second Language (L2), Students’ preferences, Classroom.

INTRODUCTION

The use of L1 in teaching English as foreign language in Indonesia still becomes one of on-going debates in educational field up to now (SPAHIU, 2013). Since English is foreign language that learned in education, the use of L1 in teaching English arise the people’s opinion whether L1 should be use or not. Hence, the number of studies have been conducted which either support or oppose the use of L1 in classroom. Based on research conduct by Qardi (2006), there are two research findings in opposing side. One side agree on the use of L2 and
prohibit the use L1 in classroom. The other side disagree on the use of L2 and allow the use of L1 as useful resource in the classrooms.

However, the two opposing side which support and oppose the use of L1 also might divide the teachers’ view toward the use of L1 in the classroom (Yough & Fang, 2010). The teachers who do not agree on the use of L1 would perceive L1 as the negative aspect and avoid the use of L1. But, the teachers who support the use of L1 in the classroom would perceive L1 as a positive aspect in teaching. They would use L1 to facilitate the teaching and learning process. This condition can cause the confusion from the teachers whether L1 should be used to support the learning process or it should be avoided because can hamper the process of acquiring the target language.

Moreover, it also divides the students’ view toward the use of L1. Some students prefer the teachers to use L1 rather than L2 because it can help the students to acquire the target language well. They prefer the use of L1 to explain the material, giving instruction and explain the new vocabulary. But in the other hand, some students prefer their teacher to use L2 as medium instruction in learning process.

Hence according to Auerbach (1993) allowing the use of L1 in the classroom make the second language learning more effective and efficient. It means that the use L1 by the teachers can help the students acquire the target language easily. Cook (2001) also stated that the use of L1 by the teacher in teaching L2 can increase the students’ comprehension in learning the target
language. Thus, the use of L1 in English classroom is also important for both teachers and students to support the learning process.

Furthermore, Cook (2005) also suggests that if L1 is always present or allow in the learners’ thoughts, its role in the classroom might have positive effects on learning process such as for conveying L2 meaning, explaining tasks, tests, grammar, and practicing L2 uses such as code-switching. It means that students who are taught using L1 will easily understand the materials and cut down their confusion of the use of target language. Toward this situation some students prefer their teachers use L1 in some context such as giving instruction, explaining the material, or checking comprehension.

Seeing the phenomena where L1 is used in teaching a foreign language, many people assume that English should not be learned by using L1. Ellis (1994) states that L1 has no important role to play in teaching English as a foreign language and that too much use of L1 might deprive learners of valuable input in the L2. The similar point of view also comes from Harmer (2001) who states that the overuse of L1 will limit the students’ exposure to the target language. It means that L1 should be used wisely which means not too much and too less.

On the other hand Bolitho (1983 as cited in Mart, 2013:9) argues that the use of the L1 can help the students say what they really want to say in the target language. Thus, the students will be able to explore their knowledge and they will be easier to convey what they want to say clearly. Besides, Turnbull (2001 as mention in Pan, 2010) emphasize that maximizing the use of target language does not and should not mean that it is harmful for the teacher to use L1 in the
classroom. Moreover, Cook (2001) discussed the different ways in which L1 can be positively used in the foreign language classrooms. It means that both of L1 and L2 can be used in classroom in different ways and purpose. Therefore, it is better to use L1 and L2 in appropriate portion and based on the students’ needs. It is because when L1 is used too much, it will block students’ interest in learning target language and it will lose their motivation. Thus, it is important that both of L1 and target language is used in balance.

Some studies has been conducted previously to know students’ opinions on teachers’ L1 use in EFL classroom, for example the study conducted by Carson & Kashihara (2012) in Japanese classroom context. The finding of the study was participants preferred more instructive L1 support (explaining difficult concepts, defining new words, explaining the relationship between L1 and L2) than affective L1 support (build confidence, banter between students and teachers, use during tests) used in the classroom.

Based on the result of Carson & Kashihara’ study (2012) each student has their own preferences on the use of L1 by the teachers in the classroom. Thus, the study from Carson & Kashihara (2012) spurs the researcher to conduct the same research about L1 use in the classroom but in the different context. The researcher wants to conduct a research in Indonesian classroom context.

This study is directed to answer the two questions: 1) What are the purpose of teacher’s L1 use in the classroom? 2) What are the students’ opinions on the teacher’s use of L1? This study also aims at findings out the students
preferences toward the teacher uses of L1 in the classroom and the opinions behind their preferences.

Hopefully, this research can help teachers to better perform in teaching their English as a foreign language by wisely use both of L1 and target language in appropriate portion and based on the students’ need to help the students enjoy the process of learning English and understand the material well. Besides, the researcher also hope that this study would give contribution to the other studies with the purpose of investigating the students’ opinions toward the teacher’ use of L1 in the same or different context of the study.

**LITERATURE REVIEW**

**THE USE OF FIRST LANGUAGE**

**Pros and Cons of Using L1 in Classroom**

The common belief among teaching and learning community is that allowing L1 in classroom would have the negative effect to the learners’ progress of acquiring English as a second language. Krashen (1985) insists that “the students’ L1 should not be used in the classroom in order to help the students maximize the exposure of target language” (p.14). He also states that all the lesson or as much as possible should be done in the target language not in L1.

Similar to Turnbull (2001 as cited in Pan, 2010) also argues that the use of L1 in the classroom takes away the students’ opportunity to have contact with the target language when they do not have much contact outside the classroom. It means that by allowing the use of L1 in the classroom can
hamper the students’ exposure to learn target language. It is because classroom is the first place to practice to communicate using the target language.

In addition to that, Ellis (2005) asserts that the more L2 exposure students receive the faster the students will learn the target language. Hence it is a must for the teachers to use more target language in the classroom so that the students will be more aware of the use of the target language.

The same idea also come up from Littlewood (1992) who asserts that “if the teacher abandoned the use of target language in the classroom then the learners will not be convinced that the foreign language they are learning could be an effective means of communication” (p.42). Then, Chaudron (1988 as cited in Polio & Duff, 1990) summarizes a well-establish view in applied linguistics research that:

“. . . the typical foreign language classroom is that the fullest competence of TL [target language] is achieved by means of the teacher providing a rich target language environment, in which not only instruction and drill are executed in the TL, but also disciplinary and management operations” (p.121).

Thus, the use of target language by the teacher in the classroom will help the students to master the target language well.

Furthermore, there are some suggestions mentioned by Harmer (2007) that disadvantages of L1 in class include i) reduced exposure to the L2 and therefore less opportunity for students to imitate authentic language, ii) difficulty for teachers to exploit students’ L1 if they themselves do not speak that language, and iii) a lack of appropriateness in communicative speaking tasks. He also clarifies that it is important that there is always more L2 used
than L1. The other negative effect of L1 mentioned by Howatt (1984) is that L1 use might reduce the students’ tendency to practice speaking in the target language as students might feel more comfortable using their L1 rather than English.

On the other hand, some teaching and learning communities’ belief that the students’ L1 should be allowed to use in the classroom. Auerbach (1993) summarizes her conclusion as “Starting the learning process using L1 will provide a sense of security and can validate the learners’ live experience by allowing them to express themselves. Then learners are willing to experiment and take a risk with English” (p.8). This implies the idea that starting the lesson using L1 will help the students to enjoy the learning second language.

Furthermore, Piasecka (1988 as cited in Schweers, 1999) supports Auerbach’s idea by stating that “One sense of identity as an individual can be seen from their native language, thus if in learning second language prohibit the use of native language, it can make them feel lose one of their identity.” (p.6). Thus, it is better to allow L1 used in the classroom to provide a comfortable atmosphere in the learning second language.

This idea is in line with Polio & Duff (1994) who note that the use of L1 could be useful for creating a relaxing and enjoyable atmosphere in the classroom. It means that using L1 in the classroom can make the students’ feel more relaxed and enjoy the learning.
Johnson & Newport (1994 as stated in Pan, 2010) mention that L1 should not be considered as hindrance to successful learning. Cook (2001) suggested that L1 should be used to facilitate the learning process. It means that by using L1 in the classroom will facilitate and helps the students to have better understanding toward materials that they learn.

Moreover, Nunan & Lamb (1996) as stated in Mart, (2013:10) confirm that it will be impossible to prohibit the use of L1 especially at lower levels classroom. Similarly, Lucas and Katz (1994) claim that for the students with little or no proficiency in English, their native language is the only effective means for providing access to content area development.

In addition to that, Reineman (2002) proposes that there is no hard fast rule for when a L1 should be allowed or prohibited in the classroom. She further says that the use of L1 should be allowed conditionally. Furthermore, Snyder (2002) asserts that learners are not slave to their L1 in learning L2, but use it selectively, in situation where they feel it will be helpful based on various considerations. By allowing L1, it will help the lower level master target language.

Therefore it is important to allow the students’ L1 in the classroom especially in the lower level of proficiency. It is because the use of L1 can be a tool to help them acquire the target language well. But it is need to be selective whether needed to use L1 in the classroom.
Purposes and Reasons of Using L1 in Classroom

The use of L1 in classroom sometimes raises confrontation although it is possible to use L1 in some cases. But, the use of L1 should be adjusted with the right portions. Thus, there are some reasons and purposes why L1 is allowed to be used in the classroom.

Based on Nation (2003) there are three reasons for choosing using L1 in the classroom because L1 can gives more benefits in teaching L2; such as first it is more natural when using L1 with others who have the same L1. Second, it is easier and more effective in communication to use the L1 rather than L2. Then the third, using L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in using L2.

The other reasons of using L1 in the classroom are also presented by Atkinson (1987 as cited in Tsukomoto, 2011). He offers three reason for allowing limited L1 use in the classroom: a). a learner-preferred strategy: give the opportunity for the learners to translate without guidance from the teacher, b). a humanistic approach in that it permits them to say what they want to say, c). an efficient use of time because using L1 strategies are efficient in terms of time spent explaining.

Furthermore, according to the research finding conducted by Schweers (1999) the purpose of using L1 is as a tool to help the students feel more comfortable and confident, to check comprehension, and to define new vocabulary items. Besides that, Meyer (2008) mentions that L1 is used in the
classroom as a tool to reduce affective filters. In addition Yamamoto-Wilson (1997) states that using L1 effectively, it can be facilitating and not just an interfering factor, to overcome the assumption created by the L1. It means that one of the purposes of using L1 in the classroom is as a medium to facilitate the learning process.

The other purpose of using L1 is also derived from Ozaki (2011) who claims that with sufficient exposure to the L2 and the L1 can be used to clarify the differences between the L1 and L2, when accuracy is important and time is limited. In other word, the use of L1 in the classroom can be a tool to clarify the meaning in order to avoid ambiguity and manage the time wisely. Moreover, Norman (2008) reports the result that the use of L1 can help the students understand the content and explanation used in the classroom easier.

**When to Use L1 in Classroom**

Atkinson (1987 in Schweers, 1999) lists appropriate uses for the L1 in the L2 classroom. There are nine appropriate use of L1 in classroom. First, L1 is used for eliciting language. Eliciting is a technique used by the teacher during the lesson that involves the language learner in the process of discovering and understanding language Hence, L1 usually use in eliciting the language such as “How do you say ‘X’ in English? It is usually used to help the students to raise their curiosity so that they want to ask question or even to answer the question. Eliciting also aimed to increase students’ talking time in class.
Second, L1 can be used for checking comprehension. In checking comprehension part L1 is usually used for example “How do you say ‘I’ve been waiting for ten minute’ in Indonesian?” When checking comprehension, the teachers used L1 it can help the students to utter their understanding toward the lesson. Hence, the teacher can easily know whether the students understand the lesson or not.

Third, L1 used to give instruction. According to Lucas and Katz (1994) giving instruction in L1 has been considered to be effective in helping the learners achieving the goal of classroom activities. In other word, it is better to use L1 for giving instruction because the students would easily understand the instruction and know what they supposed to do.

Fourth, L1 also can be used in co-operating in group. Atkinson (1987 as cited in Fortune, 2012) also finds that “L1 is useful for students to use their L1 when working in small groups” (p. 243). Thus, when involved in the group works, L1 would be better to use to interact with others member. It is because when using the L1 it would be easier to explain the new point or ideas.

Fifth, the use of L1 can be found in explaining the material. When explaining the material it would be better to use L1 because it will help the students to understand more about the material. Cook (2001) claim that L1 can be useful for explaining grammar to students, particularly since grammar terminology will “make little sense” to beginner-level students. The other reason is when explaining the material using L1 especially the grammar point
it would be efficient and saving time. Thus, when explaining the difficult concept like grammar the use of L1 is suggested.

Sixth, L1 is used in translation to highlight a recently taught language item. When the students do not the meaning of words or even sentences, it would be helpful for them if the teachers translating it into their L1 especially for the students in lower proficiency level. For example, “asking for help” it means “meminta bantuan.” This way can help the students to know the meaning of words or sentences.

Seventh, the used of L1 can be applied in checking for sense. If the students write or say something in the L2 that does not make sense, have them try to translate it into their L1 to realize the error. Through this way the students can explain and express their though clearly and the teacher can help them to write or say something in correct way and make sense.

Eighth, L1 can be used in testing. In testing L1 is used in the term of translation. The translation items can be useful in testing mastery of forms and meanings. Ninthly, L1 is used for developing circumlocution strategies. When the students do not know how to say something in the L2 language, have them think of different ways to say the same thing in the L1 which may be easier to translate.

Furthermore, Cook (2001) point out some teaching context in which the L1 can be positively used. Teachers and students can use the L1 for a number of reasons such as: explaining and checking meaning, explaining and
teaching grammar, class management, explaining class activities and tasks, and maintaining contact with the students.

Similar to Cook (2001), Polio & Duff (1994) also points out some teachers’ usage of L1 in the classroom context. The list of number of possible usages for English as a L1 in classrooms such as: classroom management, explaining grammar, explaining and checking vocabulary, building rapport between students and teachers, and explaining ambiguous and difficult concepts.

**STUDENTS’ OPINIONS ON THE TEACHERS’ USE OF FIRST LANGUAGE**

Every student has their own opinions on the teachers’ use of L1 in the classroom. Schweer (1999) reports that the students wanted more use of L1 to aid comprehension, particularly of new vocabulary and difficult concepts. In addition, most of the students felt that the L1 might help students feel more comfortable and confident in the classroom. Furthermore, Norman (2008) reported that students felt the use of L1 helped them to understand the content and explanation used in the classroom. In the other word, the students prefer the use of L1 to explain the material.

In addition, Carson & Kashihara (2012) claim that most of the students prefer the use of L1 to explain difficult concept. They add that the students prefer the use of L1 to introduce new material, to summarize material already covered, during tests, or to carry out small-group work.
Thus the students’ opinions on the teachers’ use of L1 can be varied in different context in the classroom. The students’ opinions toward the L1 used by the teachers can be based on their proficiency level and needs.

THE STUDY

METHOD OF RESEARCH

This research is a qualitative research since it is aimed to know the opinions of the students on the teacher’s uses of L1 in the classroom. In this research the L1 refers to Bahasa Indonesia. Furthermore, the data from this research is collected by using questionnaire and interview. Thus, the finding of this research would be written descriptively.

CONTEXT OF THE STUDY

The setting of the research was in SMP Kristen 1 Magelang, Central Java, Indonesia. This school is one of private Christian Junior High School in Magelang. It has 7 classes comprising two classes of grade 7th and 8th and three classes of 9th grader. Thus, in the research, the researcher choose grade 7 to be the participant. The reason for choosing grade 7 to be the participant in this research was because in grade 7 English was treated as the subject to be taught but use in a limited amount as the medium of instruction in classroom. The teacher often mixes both of Bahasa Indonesia and English when teaching English in the classroom.
PARTICIPANTS

Fifty four seven grader students of SMP Kristen 1 Magelang were the participants in this research. The age ranges of the participants were between 13-14 years old, they were female and male who came from different places around Magelang. Most of the students were Javanese. Thus, most of their L1 was *Bahasa Indonesia* and Javanese. Their proficiency level was also similar.

RESEARCH INSTRUMENT

To collect the data, this research uses two kinds of research instruments. The first instrument is questionnaire. The questionnaire was given to the fifty four students to discover their opinions on the use of L1 by the teacher. The questionnaire were adapted and developed from Levine’s (2003) taken from Manara (2007). The questionnaire was then translated into *Bahasa Indonesia* to help the participant understand the questionnaire so that they would not have problem in answering the questionnaire.

There are thirteen questions in the questionnaire inquired about the students’ opinions of the teacher’s use of L1 such as giving instructions, giving feedback to the students, checking comprehension, explaining new words, explaining grammar, giving motivation, explaining differences between L1 and L2, discussing assignments, tests, and quizzes, explaining administrative information (syllabus, announcements, deadlines, etc.). The type of questionnaire was close-ended questionnaire which designed using a four-point Likert scale, agree and disagree statement.
The second instrument is interview. Fifty four students were involved in the interview. The interview conducted a week after the students fill out the questionnaire. The interview were conducted in *Bahasa Indonesia* to help the students understand the question and also easier to answer the question. There are nine questions in the interview that aimed to know the deeper opinions of the students why they prefer their teacher certain use of L1 in the aforementioned purposes. Other purpose of doing interview is to clarify and provide riches and more complete description about the opinion of why the students prefer certain use of L1 by the teacher in certain context. The type of interview is very structure interview.

**DATA COLLECTION PROCEDURE**

Before collecting data the researcher conducted a preliminary research in the form of classroom observation to make sure whether the teachers really use L1 in classroom for teaching the students or not. After that, the data gathering was done firstly by distributing closed-ended questionnaire to the students.

After distributing the questionnaire, the next step to collect the data was by conducting focus group interview. When doing focus group interview the students were divided into four groups and each group consist of 10 to 11 students. The interview session was conducted to know deeper the opinion why the students prefer the teachers’ use L1 in certain purpose.
DATA ANALYSIS PROCEDURE

The data which was collected from closed-ended questionnaire was processed by using Microsoft Excel to calculate the findings to see the percentages of each theme of L1 use. The first part of the questionnaire analyzed the students’ general opinion toward the use of L1 in the classroom. The second part of the questionnaire analyzed the students’ preferences of the L1 use by the teacher in some purpose in the classroom.

Then, the data from the interview was transcribe and analyzed for recurring themes and key feature which often appear based on the framework from Atkinson (1987 as mention in Schweers, 1999) such as giving instructions, giving feedback to the students, checking comprehension, explaining new words, explaining grammar and many more. Then other key features that appear which were related to the students preferences in teachers’ use of L1 in the classroom. To analyzed transcribe of the interview it would be done by re-reading and written the result descriptively.

FINDING AND DISCUSSION

This section would discuss and analyse the finding obtained from the study. The first finding of this study would present about the teacher’s purposes of using L1 in the classroom. The second part would discuss about the students’ opinions toward the use of L1 by the teacher in the classroom. Besides, it would also discuss about the participants’ preferences and reasons toward the certain purpose of L1 use by the teacher in the classroom. Moreover, the data gathered
from the first and second part were presented in the table and analysed statistically using frequency of responses and weighted percentages.

**TEACHER’S PURPOSE OF USING L1 IN THE CLASSROOM**

The finding of the study shows that the teacher uses L1 for various purposes in the classroom. Those purposes are presented in Table 1 below.

<table>
<thead>
<tr>
<th>Purpose of Using L1</th>
<th>Number of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving instructions.</td>
<td>15</td>
</tr>
<tr>
<td>2. Explaining grammar.</td>
<td>11</td>
</tr>
<tr>
<td>3. Checking comprehension.</td>
<td>9</td>
</tr>
<tr>
<td>4. Giving feedback to the students.</td>
<td>8</td>
</tr>
<tr>
<td>5. Giving motivation.</td>
<td>5</td>
</tr>
<tr>
<td>6. Explaining new word.</td>
<td>4</td>
</tr>
<tr>
<td>7. Discussing assignments, tests, and quizzes.</td>
<td>2</td>
</tr>
<tr>
<td>8. Explaining differences between L1 and L2.</td>
<td>1</td>
</tr>
<tr>
<td>9. Explaining instruction-related information (Syllabus, announcements, deadlines, etc.).</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1: *The teacher’s purpose of using L1*

The table shows the highest occurrence of the teacher’s use of L1 is for giving instructions. Then, the lowest occurrence of the teacher’s L1 use is for explaining instruction-related information (syllabus, announcements, deadlines, etc). The data form the table shows that the teacher often use L1 in teaching the students. The condition of teacher’s use of L1 in this case is in line with the idea from Lucas and Katz (1994) who state that L1 is the only effective means for teaching the students with limited or no proficiency level of English.
1. Giving Instruction

The first purpose of the teacher using L1 in the classroom is for giving instruction. The frequency of teacher using L1 for this purpose is 15 times. When giving instruction to the students, the teacher would deliver the instruction using L2 first and then translate it into L1. Sometimes, the teacher only delivered the instruction in L1. An example of the teacher using L1 to give instruction is when the teacher asks the students to do the task,

"Anak-anak silahkan buka LKS kalian halaman 17 dan kerjakan latihan 1, nomer 1-20 dengan cara menyilang pada jawaban yang tepat."

(Please open your LKS on page 17 and do the first exercise, number 1 until 20 by crossing the right answer).

Another example of the teacher using L1 in giving instruction is when the teacher wants the students to clean the blackboard,

"Siapa saja yang piket hari ini ya? Tolong salah satu maju ke depan dan bersikan papan tulisnya."

(Who are on duty to keep the classroom clean? One of you please come forward and cleans the blackboard).

2. Explaining Grammar

The teacher also uses L1 for explaining grammar during the learning process in the classroom. The frequency of the teacher using L1 for explaining grammar is 11 times. The first example of the use of L1 by the teacher is when the teacher gives explanation about subject and to be in simple present tense to the students,

"Jadi anak-anak, kalau subjeknya "I" to be-nya "am" kalau "You, They, We" to be-nya "are" sedangkan "He, She, It" to be-nya "is"."

"Jadi anak-anak, kalau subjeknya “I” to be-nya “am” kalau “You, They, We” to be-nya “are” sedangkan “He, She, It” to be-nya “is”.

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(So, if the subject is “I” the to be is “am” then if the subject are “You, They, We” the to be is “are” and if the subject “He, She, It” it is used to be “is”).

The second example of the use of L1 by the teacher to explain grammar can be seen when the teacher explains about the verb that used in simple present tense. For example when explaining about the verb in simple present tense is,

“Salah satu pola kalimat dalam simple present tense adalah subjek + V1 ditambah e/es + obyek.”

(One of the sentence structures in simple present tense is subject+ V1 with e/es + object.)

3. Checking Comprehension

Another purpose of using L1 by the teacher in the classroom is for checking comprehension. The teacher would use L1 for checking comprehension about 9 times during the learning process. In checking comprehension the teacher would ask some questions to the students orally. The teacher also delivered some questions related to the material to check the students’ comprehension and the students had to answer the question orally. One example of the question that the teacher uses to check the students’ comprehension toward the material about descriptive text is,

“Jadi, yang dimaksud dengan deskriptif text adalah text yang?”

(So, descriptive text is a text that?”).

By asking some question to the students about the material, the teacher can make sure whether the students understand the lesson or not.
4. Giving Feedback

Giving feedback to the students is also the purpose of using L1 by the teacher in the classroom. During the lesson, about 8 times the teacher uses L1 to give feedback to the students. The feedback that the teacher gave to the students is in the form of suggestion, positive or even negative feedback. Sometimes, the teacher also gave oral and written feedback to the students’ works. One of the examples of the teacher using L1 to give feedback to the students is when the teacher appreciates the students’ work.

“Untuk hasil ulangan yang pertama, nilai kamu sangat bagus, jadi pertahankan untuk ulangan yang selanjutnya ya!”

(You get a good mark in your first test. So, maintain your mark in the next test. Good Job!)

5. Giving Motivation

Giving motivation is the other teacher’s purpose of using L1 during the learning process in the classroom. The frequency of the teacher using L1 to help the students feel comfortable and confident is 5 times. The teacher usually gave them motivation using L1 to create a relaxed atmosphere in the classroom. Hence, the students will not feel oppressed during the learning process.

6. Explaining New Word

Then, explaining the new word is also the purpose of why the teacher uses L1 in the classroom. The frequency of the teacher using L1 to explain the new word is 4 times. When explaining new word the teacher tends to use L1 instead of L2 to help the students to guess the meaning of the word easily. In explaining the new word, the teacher would guide the students by giving some keywords about
the meaning of the word in Indonesia. Besides, the teacher also used the synonym or even antonym to help the students in guessing the meaning of the word. An example of the use of L1 for explaining new words is,

“Kalau kata “grease” itu artinya adalah lemak bukan gemuk. Sedangkan “fat” itu baru berarti “gemuk”. Jadi untuk menggambarkan orang yang gemuk lebih tepat menggunakan kata “fat” bukan “grease”.

(The meaning of the word “grease” is “lemak” not “gemuk”. But, the word “fat” has meaning as “gemuk”. So, it is more appropriate to use word “fat” not “grease” to describe people who overweight.)

7. Discussing Assignments, Tests, and Quizzes

The teacher also uses L1 to discuss assignments, tests, and quizzes in the classroom. The frequency of the teacher using L1 for this purpose is 2 times. The teacher tends to use L1 rather than L2 to make the explanation clearer and help the students to get the point about the topic or theme that would be discussed in the assignments, tests, or quizzes easily. Thus, the students would not get confused to listen to the teacher’s explanation and they could study the right topic or theme that would be tested to get good mark. For example, when the teacher discussed about the material that will be tested in first quizzes is,

“Untuk kuis yang pertama, materinya hanya simple present tense. Kalian pelajari tentang pola kalimatnya, subjeknya apa to be-nyayang tepat apa dan bagaiman kata kerjanya.”.

(The material for the first quiz is only simple present tense. You have to study about sentence structure, what is the subject and the right to be for it and also the verb.)
8. Explaining Differences between L1 and L2

Explaining differences between L1 and L2 is the eight purpose of why the teacher uses L1. During the learning process, only 1 time the teacher uses L1 to explain the differences between L1 and L2. The teacher usually used L1 for explain the differences of L1 and L2 in the form of grammar or vocabulary. The example of teacher using L1 for this purpose is when the teacher explains about the pronoun “dia” in English and Bahasa Indonesia,

“Jadi ada sedikit perbedaan pada penggunaan kata ganti dia dalam Bahasa Indonesia dan Bahasa Inggris. Kalau di Bahasa Indonesia dia untuk perempuan dan laki-laki tetap sama yaitu menggunakan dia. Tetapi kalau dalam Bahasa Inggris dia untuk perempuan adalah “she” dan dia untuk laki-laki adalah “he”.”

(So, there is a little bit difference between the use of pronoun “dia” in Bahasa Indonesia and English. In Bahasa Indonesia, the pronoun “dia” for female and male is similar. But in English the pronoun “dia” for female is “she” and male is “he”.)

9. Explaining Instruction-Related Information

The last purposes of teacher using L1 in the classroom is for explaining instruction-related information. The frequency of the teacher’s use of L1 to explain about instruction-related information is only 1 times during the lesson. The common information that the teacher explained are syllabus, announcements, deadlines, etc. An example of the use of L1 by the teacher for this purpose is when the teacher gives information about the submission of students’ homework,

“Untuk tugas yang deskriptif teks dikumpulkan hari sabtu di ruang guru sebelum istirahat.

(For the first homework about descriptive text must be submitted on Saturday in the teacher office before the break time).
STUDENTS OPINIONS ON TEACHER’ USE OF FIRST LANGUAGE IN THE CLASSROOM

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of preference</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Giving motivation</td>
<td>49</td>
<td>91%</td>
</tr>
<tr>
<td>2. Explaining differences between L1 and L2.</td>
<td>49</td>
<td>91%</td>
</tr>
<tr>
<td>3. Checking comprehension.</td>
<td>47</td>
<td>87%</td>
</tr>
<tr>
<td>4. Giving Instruction.</td>
<td>46</td>
<td>85%</td>
</tr>
<tr>
<td>5. Discussing assignment, tests, and quizes.</td>
<td>46</td>
<td>85%</td>
</tr>
<tr>
<td>6. Explaining instruction-related information (syllabus, announcements, deadlines, etc.).</td>
<td>45</td>
<td>83%</td>
</tr>
<tr>
<td>7. Giving feedback to the students.</td>
<td>45</td>
<td>83%</td>
</tr>
<tr>
<td>8. Explaining grammar.</td>
<td>42</td>
<td>78%</td>
</tr>
<tr>
<td>9. Explaining new word</td>
<td>41</td>
<td>76%</td>
</tr>
</tbody>
</table>

From the data of the study, each of the participants has their own preferences on the use of L1 by the teacher in the classroom. The finding is presented in table 2 below.

Table 2: Frequency percentages of the students’ opinions on teacher’s use of L1.

The table shows that the most of the participants prefer their teacher to use L1 when teaching English in the classroom. It verifies what Nunan & Lamb (1996) is assertion that it is impossible to avoid using L1 at lower levels classroom.

1. **Giving Motivation**

The students who are participated in this research respond that they prefer their teacher to use L1 for giving motivation in the classroom. There are 49 participants (91%) who prefer their teacher to use L1 rather than L2
for this purpose. The students’ opinions of preferring this purpose is they can feel more relaxed and not afraid to follow the lesson if their teacher uses L1 in the classroom. It also makes them active in the classroom. Besides, they also do not feel threatened when they follow the lesson.

In interview session participant A said that,

“Ya, kalau guru menggunakan Bahasa Indonesia dalam pelajaran Bahasa Inggris, saya merasa jadi lebih nyaman dan tidak takut untuk mengikuti pelajaran Bahasa Inggris itu, Miss”

(I will feel more comfortable and secured to follow the lesson if my teacher uses L1 during the learning process).

In addition, participant B also said that,

“Kalau guru saya menggunakan Bahasa Indonesia di dalam kelas, saya bisa merasa senang dan percaya diri dalam mengikuti pelajaran. Saya juga jadi berani untuk aktif dalam pembelajaran”

(I feel enjoy and confident if my teacher uses L1 during the learning process. I also become brave to be actively participating in the classroom).

It shows that the existence of L1 in the classroom can create comfortable atmosphere of learning process in the classroom. Besides, it can be concluded that the use of L1 can facilitate the learning process by creating the less-anxiety classroom. It also boost students’ confident that can lead the students to actively participate in the learning process. Moreover, both of the participants’ opinions is similar to the idea from Polio & Duff (1994) that the use of L1 by the teacher can be meaningful for creating a relaxed and enjoyable learning process.
2. Explaining the Differences between L1 and L2

Answering the question about their opinions toward the use of L1 by teacher, 49 participants (91%) respond that they prefer their teacher to use L1 for explaining the differences between L1 and L2. The teacher usually uses L1 in explaining differences in the term of grammar point. An example of this explanation is when explaining the pronoun “dia” in English and Bahasa Indonesia. Another example of when the teacher using L1 is when explaining about vocabulary point. The teacher will use L1 rather than L2 in explaining the differences of meaning between the words “tante/budhe” and “om/pakde”.

The majority of the participants mention their opinions that when the teacher uses L1 in explaining the differences it can help them to differentiate the differences between the aspect of language in L1 and L2 well. Participant C argued that,

“Menurut saya kalau buat menjelaskan perbedaan yang ada dalam Bahasa Inggris dan Bahasa Indonesia lebih mudah pakai Bahasa Indonesia sih. Soalnya kita bisa mengerti dengan jelas apa bedanya dan gak salah mengerti, Miss”

(I prefer my teacher to use L1 in explaining the differences between L1 and L2. It is because I will differentiate the differences clearly. Besides, it also avoids misunderstanding toward the explanation given by the teacher.)

By using L1 in explaining the differences between L1 and L2 can avoid misunderstanding between the students and the teacher in differentiate the differences. The participants’ opinions also similar to Norman’s (2008) who states that using L1 can help the students easier to understand the content and explanation during the learning process. Moreover, it also relates with
what Ozaki (2010) mention that L1 can be used to clarify or explaining the differences between L1 and L2.

3. Checking Comprehension

47 participants (87%) respond that they prefer their teacher using L1 for checking comprehension. There are some possible ways used by the teacher to check the students’ comprehension, such as asking question orally, asking the students to do simple exercise, and asking the students to make a summary. Yet, in this case the most dominant way is asking question orally. In the interview session, participant D stated the reason that,

“In my opinion, if my teacher uses L1 to ask question in order to check comprehension, I will not get confused to understand the question and I can answer the question easily. It also can guide me to understand the material step by step."

In line with participant D, participant E also stated that,

“If my teacher uses Bahasa Indonesia in checking comprehension especially for asking question, it can guide and help me to understand the lesson.”

It can be concluded that there are two opinions stated by the participants regarding why they prefer this purpose. The first opinion is it can help them to reduce their confusion to understand teacher’s question
used to check their comprehension. This makes them easy to answer the question. The second opinion is when the teacher uses L1 for checking the comprehension especially when asking question it can guide the students step by step to have better understanding toward the material.

By asking question and having the students’ answer in L1 can help the students to have deeper understanding toward the reviewed lesson. This indicates that L1 serves the function of facilitating tools to check students’ comprehension and reduce their confusion. The participants’ opinions are also part of the argument given by Schweers (1999) that using L1 can be used as a tool to help the student to check their comprehension toward the lesson.

4. Giving Instruction

In responding to the question regarding the opinion of students on the teacher’s use of L1, 46 participants (85%) prefer their teacher to use L1 to give instruction in the classroom. The participants prefer the teachers to use L1 rather than L2 for this purpose because when the instruction were given in L1 they find them out easier to perform. Their limited proficiency might be the reason of why they face difficulties in understanding the instruction in L2. Participant F argued that,

“Saya lebih suka jika guru saya memberikan perintah dalam Bahasa Indonesia soalnya biar saya mudah memahami perintahnya dan tidak salah melakukan perintahnya, Miss.”
(I prefer my teachers to use L1 for giving instruction in the classroom for helping me understand the instruction easily and perform the instruction correctly.)

Similar to participant F, participant G also mentioned that,

“Jika dalam memberikan perintah di kelas, saya lebih suka kalau guru memberikan perintahnya dalam bahasa Indonesia. Karena kalau pakai Bahasa Inggris saya gak terlalu mengerti dan kadang bingung suruh ngapain.”

(I prefer my teacher uses L1 rather than L2 when giving instruction. It is because if the instruction is given in English, it will make me confused and sometimes I loose what I’m expected to do.)

These extracts show that by using L1 for giving instruction could increase the possibility to perform the instruction correctly and reduce their confusion in performing the instruction. So, by using L1 in giving instruction could lead the students to engage more active in classroom activities because they know what they are expected to do. The reason from the participants are in line with the statement from Lucas and Katz (1994) who state that the use of L1 in giving instruction is considered as an effective means to help students achieving their goal in classroom activities.

5. Discussing Assignments, Tests, and Quizzes

There are 46 participants (85%) who answer the question that they prefer their teacher to use L1 for discussing assignments, tests and quizzes. The opinions of the participants’ preference toward the use of L1 by the teacher may vary regarding their ability to use English. Participant H argued that,

“Ya kalau menurut saya, saya lebih suka guru membahas tugas, test atau kuis-kuis gitu pakai Bahasa Indonesia Miss. Soalnya kalau pakai Bahasa
Indonesia saya lebih mudah mendengarkan dan mengikuti penjelasan dari guru."

(In my opinion, I prefer my teacher using L1 when discussing assignments, tests, and quizzes, Miss. It is because I will easy to listen and follow my teacher’s explanation if she/he uses L1.)

Participant I also added that,

"Saya lebih suka kalau membohas soal tugas, test atau kuis pakai Bahasa Indonesia Miss soalnya bahasnya jadi cepet dan tidak kelamaan bahasnya."

(I prefer my teacher to use L1 when discussing assignments, tests, and quizzes because the discussion will be faster and not take so much time.)

In addition, Participant J mentioned the reason that,

"Kalau saya lebih suka guru saya menggunakan Bahasa Indonesia untuk membahas tugas, test atau kuis yang akan diberikan karena akan lebih mudah untuk memahami penjelasan dari guru Miss. Tapi kalau pakai Bahasa Inggris takut gak bisa memahami maksud dari penjelasannya nanti malah bisa kehilangan beberapa poin penting dari penjelasanya karena gak bisa mengikuti penjelasan dalam Bahasa Inggris gitu deh Miss."

(I my opinion I prefer my teacher to use L1 for discussing assignments, tests, and quizzes because it will be easy to understand the content of my teacher’s explanation, Miss. But, if my teacher uses English I am afraid that I cannot understand the explanation and lose some important point because I cannot follow the explanation.)

It reveals that there are three opinions behind the participants’ preference toward the use of L1 for this purpose. Firstly, using L1 would make them easy to follow teacher’s explanation about assignments, tests and also quizzes. Secondly, most of them also emphasized that using L1 save time in discussing the assignment, tests and quizzes. Thirdly, by using L1, ease the participants in understanding the teacher’s explanation about the content of the discussion. But, if the teacher uses L2 in discussing the assignments, tests, or quizzes, the students are anxious that they will lose
some important point of the discussion because they cannot follow the discussion well. This indicates that by allowing L1 in the classroom will help the students get the important information about assignment, tests or quizzes being discussed in the classroom.

Furthermore, three reasons from the participants also implies the idea from Atkinson (1987) who mentions three reasons for allowing L1 in the classroom such as a learner-preferred strategy, a humanistic approach, and an efficient use of time. The participants’ reason clearly reveals one of the dominant reasons for allowing L1 in the classroom which is an efficient use of time for discussing assignments, tests, and quizzes.

6. Giving Feedback

The majority of participants who prefer the use of L1 for giving feedback are 45 participants (83%). According to the participants’ opinions, they prefer their teacher using L1 for giving instruction because it will be easy for them to receive the feedback received from the teacher if it is given in L1. Besides, they can apply the feedback from their teacher correctly. As Participant K mentioned the reason that,

“Kalau guru kasih masukan ke kita pakai Bahasa Indonesia, kita bisa bener-bener mengerti apa masukan dari guru itu. Terus kita juga gak akan salah mengartikan masukan dari gurunya itu apa.”

(By using L1 to give feedback it will help the students to get the point of feedback correctly and avoid misunderstanding between the teachers and students).

Additionally, participants L also added that,
“Menurut saya, kalau guru pakai Bahasa Inggris buat memberi masukan, kita takut kalau gak mengerti masukannya itu gimana dan gak bisa merespon masukannya dengan benar.”

(If the teacher uses L2 for giving feedback to the students, they afraid they cannot understand and respond the feedback in correct way.)

Based on the participants’ opinions, it implies what Atkinson (1987) mention that the use of L1 by the teacher can help the students to get the point of the feedback and respond the feedback given by the teacher correctly.

7. Explaining Instruction-Related Information

Explaining instruction-related information is another purpose of teacher using L1 which the participants prefer. 45 participants (83%) prefer their teacher to use L1 for this purpose. The opinion lies behind the preference is it helps them get the important information in the explanation given by the teachers. Participant M claimed that,

“Jika guru menggunakan Bahasa Inggris untuk memberikan informasi penting saya takut kalau gak mengerti beberapa poin penting dari informasi itu. Tapi kalau guru saya menjelaskan informasi itu pakai Bahasa Indonesia itu sangat membantu saya untuk memahami poin penting tentang informasi tersebut.”

(If the teacher uses L2 to tell important information she/he afraid of missing some point of the information. But, when the teacher explains the instruction-related information using L1 they will easily get and understand the point of the information.)

It indicates that the existence of L1 by the teacher for explaining instruction-related information during the learning process in the classroom can guide the students to get the important information from the teacher’s
explanation. It is also in line with the idea from Cook (2001) who state that L1 can be positively used for explaining class activities and tasks.

8. Explaining Grammar

The result of the questionnaire shows that the majority of participants, 42 participants (78%) prefer their teacher to use L1 for explaining grammar during the learning process. The main opinion stated by the participants who prefer this use of L1 relates to the fact that they receive grammar as a difficult subject. Therefore having the teacher use L1 to explain grammar could help them to identify the structure of each grammar points appropriately. Moreover, the use of L1 by the teacher in explaining grammar will facilitate the process of learning. Participant N mentioned that,

“Dengan menggunakan Bahasa Indonesia saat menjelaskan tatabahasa, dapat membantu murid-murid dalam memahami pelajaran dan menjadi tidak bingung dalam mengikuti penjelasan guru.”

(By using L1 in explaining grammar can make the students understand more about the material and cut down their confusion in learning grammar.)

Participants O also said that,

“Jika guru menerangkan tatabahasa dengan menggunakan Bahasa Inggris saya tidak bisa mengikuti penjelasan yang diberikan guru dengan baik. Saya juga tidak mengerti apa yang guru katakan dan jelaskan.”

(When the teacher uses L2 to explain grammar in the classroom, I cannot follow the lesson well. It is because I do not understand what the teachers said about the lesson.)

Participant P also add that,
“Kalau dalam menjelaskan tatabahasa guru menggunakan Bahasa Inggris saya merasa kesulitan untuk memahami pelajaran. Tetapi kalau guru menggunakan Bahasa Indonesia untuk menjelaskan saya merasa sangat terbantu dan mudah untuk memahami pelajaran.”

(If the teachers use L2 for explaining grammar they feel hard to understand the material but if the teacher use L1 the material can be easy to be understood)

The extracts reveal that with limited proficiency in L2, the participants most probably face difficulty to the process of the explanation if it is delivered in L2. It is also in line with what Cook (2001) claim that L1 can be useful for explaining grammar to the students. So, it is necessary for the teacher to use L1 when explaining grammar to the students in order to help the students reduce their confusion in listening to the teacher’s explanation and facilitate the students to identify the grammar structure which is explained by the teacher.

9. Explaining the New Words

The last purpose of teacher using L1 in the classroom is for explaining the new words. There are 41 participants (76%) who prefer the teacher to use L1 rather than L2 for this purpose. The participants prefer their teacher to use L1 in explaining new word because they think that the process to understand and remember the meaning of the new word would be relatively facilitating when the teacher guide them in finding the meaning of the new word by using L1. Then, some participants also argue that when their teacher use L2 in explaining the new words it will only complicate the process. Participants Q mentioned the reason that,
“Ada baiknya jika dalam menjelaskan kata-kata baru guru menggunakan Bahasa Indonesia, karena kita kan baru pertama kali dengar atau tahu tentang kata itu, jadi lebih enak kalo dijelaskan menggunakan Bahasa Indonesia. Itu bisa membantu kita dalam memahami dan mengerti artinya.”

(It is better for the teachers to use L1 in explaining new word to the students. Since word is something that the students never know before so for explaining the word it will be helpful to use L1 in order to make them understand the meaning of the words.)

Participan R added that,

(Kalau guru menggunakan Bahasa Inggris untuk menerangkan kata-kata baru kita tidak tambah mengerti tapi tambah bingung karena susah untuk dipahami.”

(When explaining new word the teacher use L2, it won’t make the students become understand about the word but make them confuse.)

From the statement of the participants, it implies what Schweers (1999) state that L1 can be a helpful tool for explaining new words in the classroom because it will not complicate the process of the students in understanding the meaning of the words.

**CONCLUSION**

This study attempts to find out teacher’s purposes of using L1 in the classroom and the students’ opinions on the use of L1 by the teachers. Besides, it also find out about the participants’ preferences toward the teacher’s use of L1. Regarding to teacher’s purpose of using L1 in the classroom, this study found that the common purposes of L1 used by the teacher were for giving instructions, explaining grammar, checking comprehension, giving feedback to the students, helping students feel more comfortable and confident, explaining new word,
discussing assignments, tests, or quizzes, explaining differences between L1 and L2, and explaining instruction-related information.

Moreover, related to the students’ preferences and opinions of the use of L1 by the teacher, this study found that the participants prefer the teacher to use L1 for several purposes such as: (1) helping students to feel more comfortable in the classroom (2) explaining differences between L1 and L2, (3) checking comprehension, (4) giving instruction, (5) discussing assignments, tests, and quizzes, (6) giving feedback to the students, (7) explaining instruction-related information, (8) explaining grammar and (9) explaining new word.

It was also found that the participants’ opinions behind their preferences may vary according to their proficiency level. The participants assumed that the use of L1 by the teacher could create less-anxiety classroom that boosted students’ confident and led the students’ participation in the classroom. Then, they believed that L1 was a helpful tool for them since it could help them to differentiate the differences between L1 and L2 that could reduce their confusion in understanding the material. It also helped them in performing the instruction correctly so they could actively participated in the classroom. Furthermore, the participants also mentioned that the use of L1 could help them to get the important point of feedback and explanation given by the teacher during the learning process. Besides, the use of L1 was also an effective means because it could save time when discussing assignments, tests, or quizzes. The last, the use of L1 could facilitate the students in identifying grammar structure and guessing the meaning of new words.
The finding of the study reveals that with limited proficiency the students prefer the teacher to use L1 rather than L2 during the learning process. Therefore, it may have possible implication to the teachers who teach the students with limited proficiency in using English. Thus, the teachers should realize that they have right to control the use language in the classroom interaction. Although the majority of the participants prefer their teachers to use L1 but the teachers must control the use it. The teachers cannot always use L1 in all the part of the lesson but it should be balance between the portion of L1 and L2 in order to guide the students in understanding the lesson and also acquire the target language better.

In addition, since this study only focus on the students opinion behind their preferences, hopefully that similar study can be done by investigating the factor that make the participants prefer the teachers to use more L1 rather than L2. Besides that, there are several interesting topic that can be elaborate in future study such as: the border context of the study, the grade of the participants, level of students’ proficiency, or using another instrument of data collection, since this study only focus on seventh grader students of SMP Kristen 1 Magelang and using questionnaire and focus group interview to collect the data.

This study also has the limitation which is the scope of the study. Since the research of the study was only conducted in SMP Kristen 1 Magelang with seventh grader students as the participants, the result of this study cannot be generalized to all school setting. This study was also conducted using two kinds of research instrument which are questionnaire and focus group interview. Later,
further study can develop by adding or changing the research instrument to give
deeper findings about the research of L1 use in the classroom.
ACKNOWLEDGEMENTS

I realize that without the help and support from many people this thesis would not have been accomplished. Therefore, first and foremost I would like to express my love and gratitude to Jesus Christ, who has made everything beautiful in its appropriate time. My special gratitude also expressed to my beloved supervisor Mrs. Athriyana Santye Pattiwae, S.Pd., M.Hum, who is abundantly helpful and give meaningful assistance, and guidance. I also thanked to Mrs. Vitoria Usadya Palupi, S.Pd., MA-ELT as my second reader, for her precious comment and suggestion on my thesis. Moreover, my special gratitude also goes to My Beloved Dad, Mr. Giyanto and Mom, Mrs. Indri Muryanti, who always prayed me any time in her prayer, give me support and motivate in the process of making this thesis. I also expressed my sincere gratitude to my dearest man, Satya Utama Hariadi, who tirelessly cheered me up and encourage me when I found difficulties in making this thesis although he is still busy with his job. In addition, I would like to acknowledge my sincere thanks to seventh grader students of SMP Kristen 1 Magelang, who kindly help me to be the participants in my thesis. The last but not least, I would like to express my special thanks to my special friends, Warida, Freda, Ragil, Janoviana, and Regina for the bittersweetness during my study in this college.
References


Turnbull, M. (2001). There is a role for the L1 second and foreign teaching, but... *The use of L1 in the Foreign Language Classroom, 12*, pp. 87-96.


APPENDIX 1
Data Collecting Procedure
Preliminary Observation

Distribute Questionnaire

Focus Group Interview

To make sure the teacher’s use of L1 in the classroom

To know the students’ preference on teacher’s use of L1

54 students

To know deeper the reason from the students why prefer the use of first language in certain context

54 students divide into 4 groups
APPENDIX 2
Classroom Observation Protocol
## CLASSROOM OBSERVATION PROTOCOL (PRELIMINARY OBSERVATION)

<table>
<thead>
<tr>
<th>No</th>
<th>Context of L1 use</th>
<th>In-class occurrences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Giving instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Giving feedback to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Checking comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Explaining new words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Explaining grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Explaining differences between L1 and L2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Discussing assignments, tests, and quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Explaining instruction-related information (Syllabus, announcements, deadlines, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3
Questionnaire
KUESTIONER
PENDAPAT SISWA PADA PENGGUNAAN BAHASA PERTAMA
(BAHASA INDONESIA) OLEH GURU DI DALAM KELAS

Adik-adik kelas 7 yang baik,


Kuestioner ini bukanlah merupakan suatu tes. Oleh sebab itu Adik-adik bebas untuk memberikan opini pada kuestioner ini karena tidak ada jawaban yang benar ataupun salah, serta tidak mempengaruhi nilai Adik-adik.

Akhir kata, saya ucapkan terimakasih atas bantuan dan partisipasi Adik-adik dalam penelitian ini khususnya dalam mengisi kuestioner ini. Tuhan memberkati kita semua.

I. Jawablah pertanyaan di bawah ini sesuai dengan pendapat adik-adik dengan memberi tanda centang (√) pada kotak yang sudah disediakan !

<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan</th>
<th>Setuju</th>
<th>Tidak Setuju</th>
<th>Alasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya senang belajar Bahasa Inggris di kelas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bahasa Inggris merupakan matapelajaran yang mudah bagi saya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa bingung ketika guru saya menggunakan Bahasa Inggris penuh dalam pembelajaran di kelas.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Saya merasa terbantu ketika guru saya menggunakan Bahasa Indonesia dan Bahasa Inggris secara bergantian dalam pembelajaran di kelas.

II. Pilihlah salah satu jawaban yang sesuai dengan pendapat adik-adik dengan memberi tanda centang (√) pada kotak yang sudah disediakan!

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Setuju</th>
<th>Tidak Setuju</th>
<th>Alasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya merasa senang ketika guru saya menggunakan Bahasa Indonesia dalam mengajar Bahasa Inggris pada hal :</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Memberikan perintah (contoh: Buka buku pada halaman 20! )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Memberikan masukan (contoh: seharusnya kamu belajar lebih giat lagi? )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Mengecek pemaham (contoh: Jadi sudah paham apa yang harus dikerjakan? )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Menerangkan kata-kata baru (contoh: Artinya “purpose” adalah “tujuan” )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Menerangkan tatabahasa (grammar) (contoh: simple past tense (V2) digunakan untuk menerangkan kejadian yang sudah)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>dilalui atau sudah lampau)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Membantu siswa merasa nyaman dan percaya diri pada saat pembejaran di kelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Menerangkan perbedaan Bahasa Indonesia dan Bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Membahas tugas-tugas, test dan kuis yang akan diberikan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Menerangkan infromasi administrasive seperti silabus, pengumuman, waktu pengumpulan tugas. dan pelaksanaan tes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Isilah informasi mengenai data diri di bawah ini!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No Absen :</td>
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</tr>
<tr>
<td>Kelas :</td>
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<tr>
<td>No Telepon :</td>
<td></td>
</tr>
<tr>
<td>Email :</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4
Interview Question
INTERVIEW QUESTION
1. Apakah Anda merasa senang ketika guru Bahasa Inggris Anda menggunakan Bahasa Indonesia dalam proses pembelajaran, dalam hal :
   a. Memberikan perintah (contoh: Buka buku pada halaman 20!).
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   b. Memberikan masukan (contoh: seharusnya kamu belajar lebih giat lagi!)
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   c. Mengecek pemaham (contoh: Jadi sudah paham apa yang harus dikerjakan?
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   d. Menerangkan kata-kata baru (contoh: Artinya “purpose” adalah “tujuan”)
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   e. Menerangkan tatabahasa (grammar) (contoh: simple past tense (V2) digunakan untuk menerangkan kejadian yang sudah dilalui atau sudah lampaui).
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   f. Memberikan motivasi (Ayo lebih giat belajarnya)
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   g. Menerangkan perbedaan Bahasa Indonesia dan Bahasa Inggris.
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   h. Membahas tugas-tugas, test dan kuis yang akan diberikan.
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!
   i. Menerangkan infromasi admisitrative seperti silabus, pengumuman, waktu pengumpulan tugas, dan pelaksanaan tes.
      i. Sebutkan alasan Anda mengapa anda setuju atau tidak sejutu dengan pernyataan tersebut!